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ABSTRACT

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the first grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans each focusing on a particular occupation or group of occupations. The lessons comprise more than half the document and introduce the child to the world of work by looking at the working life of his immediate family members and studying workers with whom he comes in contact. The child and his family, self-understanding, and an awareness of how the child relates to the world around him are concepts stressed. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

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LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level One

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

OE003737

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A Suggested Resource Unit

for

Level One

Career Awareness

Synopsis

A good way to begin career awareness is to focus on jobs in the family. We should work closely with the child and his family to promote career awareness, understanding of self, and an awareness of how the child relates to the world around him by providing a wide variety of experiences intergrating the world of work into the total environment.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.

6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To recognize the many job clusters as they relate to the world of work in career awareness.
2. To name the different kinds of activities that people perform within the family.
3. To identify the basic occupational skills used in the different activities within the family.
4 To identify from first hand knowledge a basic awareness of an occupational area as it relates to the world of work.
5. To simulate occupations of other people whose careers has made it possible to attend school.
6. To compile a knowledgeable bibliography of parental occupations as it relates to the world of work.

Teaching Strategies

1. Role playing by the students.
   A. Using simple props such as toys.
   B. Interview techniques such as "who are you, what do you do, and what do you want to be when you grow up." Role playing or anything the students may tell you in the interview is followed by a group discussion involving the entire class.
2. The students in role playing will use as a guide their concepts of the world of work.
   A. Students may use puppets, simple costumes or puzzles, or anything they may bring from home which will broaden their knowledge of the world of work.
   B. Parents could be asked at various times to come to school in work clothes and speak briefly with the children about the work that they do.
   C. Class discussion on everything that is done in class concerning occupations.

      Note: Role playing in an imaginative play, along with parent discussions will broaden the students horizons as to the variety of roles in the occupational world and help the students to see themselves as being potential workers with worthwhile contributions to the occupational world.

3. Teachers read stories to the students on different aspects of occupations and as the students read, and as occupational knowledge increases, skill in reading will also improve.

Note: (All of this should be open-ended)

4. The students should listen to prepared tapes, records, with a follow up of discussion.

Note: (See Resource Bibliography)

5. Show appropriate filmstrips as they relate to the world of work.

Note: (See Resource Bibliography, Show and Tell experiences may be on any or all of the above occupations)

6. Encourage students to collect pictures on the different occupations which may be used in building bulletin boards displays, free discussions, or scrapbooks.

7. Assignment of individual tasks or volunteer jobs in the classroom or school as they relate to the world of work.

8. As exercises for free time periods, students should be encouraged to begin a wall picture they can add to as their concepts of occupational awareness broaden.

9. Individual involvement in work songs and games that are occupationally oriented.

10. Field trips

Note: (See Appendix A) This allows the students to react to actual job situations. Workers in many walks of life should be pointed out and their jobs discussed. Students

need to see, hear, touch, smell, and taste to become aware of the different attitudes, emotions, and skills that are involved in different occupations. Field trips should be planned before-hand with class discussion as to what they may expect, people that they may meet and things they may look for in every field trip. Students should be encouraged to question workers about their occupations during the field trips. Classroom follow-up is a must after a field trip to produce a more meaningful and desirable atmosphere of learning, and to reinforce insights generated during the trip.

Evaluation

A. The observation of pupil participation in group discussion as they relate to career awareness.

B. Observation of pupil participation in activities.

1. Materials brought to class
2. Participation in role playing
3. Oral questioning of students
4. Participation in group discussions

C. Student Responsibilities

1. Responsibilities they had when school started
2. Responsibilities they now perform at the closing of school.
3. Occupations they observed at the first of the school term.
4. Occupations that they now can observe.
5. Pre and post testing.
6. Besides the suggested resource unit, other information that could be employed for level one might include: Games, songs, stories, recordings, records, poems, film list, film strip listing, puzzles, letters-parents, employers, workers visited on field trips, career book lists, tapes, file on simple problems and occupational information which was gained from study, and a county adopted text bock list.

Correlation of Subjects Taught

Social studies texts, reading textbooks, stories, and related units can easily be adapted to the study of jobs. Other subject areas such as music, science, and math can also be used very effectively. The relationship of various occupations should be shown, as well as their relationships to existing curriculum components.

The Language Arts Program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing related to occupational awareness. Math could include the relationship of the worker and math skills needed to perform various occupations in the world of work. Art can be pictorially related to workers and the different activities that they are involved with. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

APPENDICES

APPENDICES

A. Field Trip

B. Experience Chart

C. Suggested Parental Letters

D. Resource Bibliography

E. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip:

1. Having students develop an awareness of the many different workers in the community.
   a. home
   b. school
   c. neighborhood
   d. local or nearby town

2. Helping them observe working conditions.

3. Helping them develop an awareness of the inter-dependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.

2. Teacher, and/or committee of pupils, make the trip first. (If feasible)

   a. Get idea of time involved

   b. Find out who the people are

   c. Find out the problems to be met

   d. Find out what background information students should have

3. Make plans for transportation

   a. What kind?

   b. Who will provide it?

   c. What will it cost?

4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan trip together.

1. Generalizations should be given

   a. Stories

   b. Pictures

   c. Role playing

   d. Class discussion

EXPERIENCE CHARTS

Experience charts have been found to be an effective technique in encouraging children to read. The following suggestions are presented to show the teacher how she or he can develop an awareness of the different vocations and how they affect the child.

The teacher may select a child and develop an experience chart about his father by including questions similar to the following:

1. What does your father do?
2. Where does he work?
3. Does he work by himself?
4. What does he do in his job?
5. How does the policeman help us?
6. What would happen if we didn't have the policeman?
7. If you wanted to be a policeman, would you need to like people?

SAMPLE CHART

My father is a policeman.
He works in town.
He works with other policemen and other people.
He helps people.
He helps me across the street.
We would not be safe without policemen.
The policemen needs to like people.

Charts may be developed on mothers, community workers, school workers, jobs I do, and jobs I know.

2. Student committee should gather career information.
    a. Kind of workers
    b. Working conditions
    c. Training of workers
    d. Duties of workers
3. Safety precautions should be dismissed.
4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write Thank you notes or letters to the individual or agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up in advance resource people to use as needed and plan field trips in conjunction with each unit of study.

SUGGESTED LETTER TO PARENTS

Dear Mr._____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?_____

_____

2. What are some of your duties?_____

_____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?

_____

_____

4. Would a field trip to your place of employment be beneficial at this grade level?_____

_____

5. Would you serve as a field trip aide when we take field trips?_____

6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

_____

RESOURCE BIBLIOGRAPHY
LEVEL ONE
CAREER AWARENESS
EXEMPLARY PROJECT

Books

(Learn and Play Series)

Big Train Book
Big Truck
Big Fire Engine

I Want to Be A Mechanic
I Want to Be A Newsreporter
I Want to Be A Policeman
I Want to Be a Dairy Farmer

Community Helpers by David Cook
About Family Helpers by Jane Hefflefinger and Elaina Hoffman
I Want to Be A Fireman — Show and Tell Series
My Friend the Doctor — Show and Tell Series
The Little Cowboy — Show and Tell Series
My Friend the Policeman — Show and Tell Series
I Want to Be by Clara Green--Children Press Series

Records

The Little Fireman
The Little Cowboy
Let's be A Policeman
Animal Supermarket
Riddle Me This
The Milk Journey
Three Little Trains
Let's Be A Fireman

Filmstrips

My Mother Is a Dental Assistant
My Mother Is a Waitress
My Mother Works in a Office
My Mother Works in a Bank
My Mother Works at Home
My Mother Works in a Drug Store
My Dad is a Moving Man
My Dad Works in a Shoestore
My Dad Works in a Factory
My Dad is a Carpenter
My Dad Works in a Service Station
My Dad Works in a Supermarket
The Dairyman---Eyegate Series
The Shoemaker---Eyegate Series
The Tailor----Eyegate Series

Guidance Stories---Encyclopedia Britannica

The Butcher---Eyegate Series
The Fruit and Vegetable Store---Eyegate Series
The Neighborhood Doctor---Eyegate Series
The Neighborhood Nurse---Eyegate Series
The Neighborhood Barber---Eyegate Series
The Neighborhood Beautician---Eyegate Series
The Automobile Service Station---Eyegate Series
The Family as a Social Institution---SVE
Interdependence of the Family---SVE

Songs

I Want To Be A Postman
Building A House

Films

Working Together In the Family---SVE
Children At Work---United World Film
Our Family Works Together---Cornet Films

Others

People Figures
Judy Story Figures
Transportation Toys
Puzzle Plaques
Hand Puppets
Puppet Playmates
Flannel Board of Community Helpers

Judy Occupational Series (Puzzles)
Judy Contemporary Series (Puzzles)
Sesame Street Learning Kit
Costumes
Tool Set
Family Tree Mobile--Creative Playthings

Children Press

I Want To Be

Sextant Series

Come To Work With Us

SRA

World of Work Series

Flannel Aids

The Family

TEACHING UNITS

I. Wonderful World of Work

II. Working at Home

III. Family Living

IV. Our Business Experience in the World of Work

V. Contributions Toward My Education

VI. Our Parents in the World of Work

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it is by no means intended to dictate a concise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

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Elementary School Project

for

Level One

WONDERFUL WORLD OF WORK

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Wonderful World of Work

Behavioral Objective: To recognize the many job clusters as they relate to the world of work in career awareness.

Procedures	Student Activity	Notes & Resources
Administer pictorial test of various occupations.	Record individual answers in handbook or on paper to be used in students personal file. Each student should take the test without any help from anyone, preferably with the teacher reading the test to the individual student and letting him mark the answers in the teachers presence.	If instructions are read by teacher plan for five students in one hour time block. The entire class should be finished in one week.
Explore cluster occupations through a variety of materials.	Student selects information desired. Learns about some of the different occupations. Perhaps students have indicated by now what they would like to be. Students may	Time will vary according to student interest. Good area for class experiences using show and tell methods. e.g. could lead into students making bul-

(cont.)

	actually work on a particular area or topic which interest them.	letin board which pertains to the world of work.
Initiate the starting of individual scrapbooks concerning occupational awareness.	Students make a scrapbook on what interests them. Allow for free time for the student to collect pictures, cutting them out and putting them in the scrapbook. Allow for free time for the student to do personal drawings, coloring, preparing, and assembling them in the scrapbook in their own individual manner.	Include in the scrapbook pictures from different magazines and drawings done by the student. Some students may finish before others. Each scrapbook should be discussed in the classroom by all students. Teachers can evaluate each book and display them in the room.
Discuss the importance of the job interview. 1. Manners 2. Cleanliness	Students could conduct interviews with each other to gain self confidence in learning to express themselves and overcoming bash-	

(cont.)

3. Dress 4. Express self	fulness. Mock interviews by students by using a tape recorder. Play tape back so students can hear themselves. Follow up by classroom discussion discussing the strengths and weakness of each student.	
Teacher administer to each student a interview which is recorded on tape.	This could be typed or written up for each student on a separate page and put in their scrapbook. e.g. These could also be discussed in class showing the individual interest of the student to the world of work.	
Administer pictorial post test of various occupations.	Each student should take the test without any help from anyone, preferably with the	Both pre and post test results should be kept so that they can be filed in the

(cont.)

The Little Cowboy

My Friend The Policeman

e.g. This is only a sample, there are many more books in both series.

Records

Dramatic Play

The Little Fire-Man

The Little Cow-boy

Let's Be A Policeman

Animal Super-Market

Riddle Me This

Build Me A House

The Milk Journey

Three Little Trains

Let's Be A Fireman

Music

Building A City

Let's Play Zoo

Let's Help Mommy

Men Who Come To Our House

(cont.)

Cinema Sound Slide Cartridge

A Day on A Ranch

Let's Visit a Dairy

Come Fly With Me

It Is a Sailors Life For Me

Let's Visit A Restaurant

A Day On The Farm

INTERVIEW FORM

See attached form

Occupations to be discussed in this unit:

Homemaker

Farmer

Merchant

Policeman

Secretary

Steelworker

Coalminer

Painter

Factory Worker

Truckdriver

Busdriver

(cont.)

Salesman

Dentist

Carpenter

Postman

Airplane Pilot

Telephone Operator

Service Station Attendant

Train Engineer

e.g. There are many more occupations that can be discussed in the class. This is only a random sampling list.

Resources for this Unit

People Figures

Judy Story Figures

Transportation Toys

Puzzle Plaques

Hand Puppets

Puppet Playmates

Flannel Board of Community Helpers

Filmstrips

My Mother is a Dental Assistant

(cont.)

My Mother is a Waitress

My Mother Works in an Office

My Mother Works in a Bank

My Mother Works at Home

My Mother Works in a Drug Store

My Dad is a Moving Man

My Dad Works in a Shoestore

My Dad Works in a Factory

My Dad is a Carpenter

My Dad Works in a Service Station

My Dad Works in a Supermarket

Student Interview

Name_____

Age_____ Sex_____Eye Color_____

Address_____

Telephone Number_____

Fathers Name_____

Mothers Name_____

Brother or Brother's Name_____

Sister or Sister's Name_____

Favorite Hobby_____

Jobs I Do At Home

1._____

2._____

3._____

Jobs I Do At School

1._____

2._____

3._____

Jobs I Know In The Community

1._____

2._____

3._____

Occupational Information

Fathers'_____

Mothers'_____

What I Want To Be When I Grow Up

1._____first choice

2._____second choice

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Clustered occupations in which students may express a desire for deeper learning theories.

1. medical
2. transportation
3. human services
4. business
5. ecology
6. clothing
7. education
8. food services
9. communication
10. homemaking
11. construction
12. protective services

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level One

WORKING AT HOME

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Working At Home

Behavioral Objective: To name the different kinds of activities that people perform within the family.

Procedures	Student Activity	Notes & Resources
Ask students to name occupations that are performed within the home.	Teachers should list the different occupations on the chalkboard as the students name them.	
	Class discussion, letting students name different jobs of family members within the home.	
Dramatization of family members as it relates to the world of work.	Students are to use Puppet Playmates for dramatizing the family.	
	Situation to emphasize the cooperative efforts required to get the job done.	
	Role playing, what happens when everyone in	

(cont.)

	the home does his job. Role play the family situation to show what would happen if everyone did not do his job.	
Divide students into groups of 3 or 4.	Make a group scrapbook showing the jobs family members are doing in the home.	
	Students should bring material to school and work as a group.	Final books will be judged by the class for the best.
Cooperation How we depend upon others and how others depend upon us.	Each child tells one way in which another family member helps him, and one way in which he helps another family member.	Note: This phase will show that there are more aspect in the cooperation of the world of work.
Encourage creativity of the student by using show and	Have each child display on a flannelboard what each member of his family does in the	Flannel board and stickems.

(cont.)

tell methods	home.	
To show how the family performs it's role in the world of work.	Draw poster and chart showing family members at work around the home.	Final products which have oreated by the students should be displayed on bulletin boards or somewhere in the room. Open House, PTA's Materials Needed: 1. Flannel board 2. Paste 3. Pictures from magazine 4. Scrapbook 5. Poster paper 6. Colored chalk 7. Crayons By using magazine pictures and placing flannel on back of picture, student can make pictures to place on flannel board.

(cont.)

Resources

SRA

World of Work Series

Films

S.V.E. Working Together

In The Family

United World Film

Children At Work

Cornet Films

Our Family Works Together

Books

David Cooke

Community Helpers

Jane Hefflefinger and

Elama Hoffman

About Family Helper

Clara Green

I Want to be A Mechanic

I Want to be A Newsreporter

I Want to be A Policeman

I Want to be A Dairy Farmer

Judy Series

Lifelike Family

Puzzles (Judy)

(cont.)

Occupational Series

Contemporary Series

Flannel Aids

The Family

Records

Let's Be A Fireman

Let's Be A Policeman

and others

Songs

I Want To Be A Postman

Building a House

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Home activities as it relates to community activities, which may become a part of a more challenging learning experience to the students in a unit of work.

1. Cooking
   a. pastery
   b. short order
   c. sandwiches
   d. salad
   e. vegetable
   f. meats
   g. soups

2. Cleanliness
   a. waxer
   b. washer
   c. iron
   d. maid
   e. housekeeper
   f. caretaker
   g. sanitary conditions where we live and work

3. Grooming
   a. barber
   b. cosmetology
   c. drug store workers
   d. beautician
   e. models
   f. dentist
   g. exercises
   h. manicurists
   i. pharmacy

4. Health Services
   a. medical
   b. social work
   c. provide care for the young
   d. provide care for the elderly
   f. provide healthy places to live
   g. provide healthy places to work

Units on Family Occupational Awareness could be implemented in the following occupational areas:

1. Homemaker
2. Cook
3. Maid
4. Seamstress
5. Custodian
6. Farmer
7. Policeman
8. Fireman
9. Mechanic
10. Zoo-Keeper
11. Doctors
12. Nursing
13. Mailman
14. Secretary
15. Teacher
16. Dancer
17. Coal Miner
18. Bookkeeper
19. Baker
20. Mil Clerk
21. Steelworker
22. Painter
23. Watch Maker
24. Truck Driver
25. Salesman
26. Carpenter
27. Factory Worker
28. Service Station Attendant
29. Airplane Hostess
30. Animal Doctor
31. Baker
32. Baseball Player
33. Bus Driver
34. Cowboy
35. Dairy Farmer
36. Dentist
37. Musician
38. Pilot
39. Road Builder
40. Scientist
41. Ship Captain
42. Storekeeper
43. Telephone Operator
44. Train Engineer

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level One

FAMILY LIVING

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Family Living

Behavioral Objective: To identify the basic occupational skills used in different activities within the family.

Procedures	Student Activity	Notes & Resources
Teachers should read stories to students on different aspects of job skills within the family.	Students should be able from first hand observation to list many of the different skills which are performed by family members within the home.	Role playing by members of the class could be effective here as a demonstration of what the student observed. Books: About Family Helpers About More Friendly Helpers Children Press-1954
Teachers should use film strips concerning work the Mother and Father would do around the home.	Open ended discussion by children should follow stories.	Filmstrips: Mother Works 137m Father Works 136m Imperial Films
Students should be informed of the	With encouragement the students could go into actual occupational	Films: Appreciating Our Parents Cornet Films Have some Mothers and Fathers visit the room and talk to the

types of job skills which are used in maintaining the family.

A list of activities can be made on the chalk board by the teacher.

Collect pictures of the family doing work.

Every student should be encouraged to contribute something to the mural. Open ended discussion on the mural

skills such as sweeping, cleaning rooms and many more within the classroom. Class mobiles of occupations.

Students should interview their own Mothers and Fathers as to skills they use around the home.

This could be repeated to the class in an open discussion.

Students make a mural from cutouts of the pictures putting it on the bulletin board.

students about the skills which are used around the home as it relates to career awareness.

Activities could be related to other areas of study as to where our food comes from and how it is prepared for us.

Materials Needed

1. Pictures
2. Magazines
3. Newspapers
4. Poster paper
5. Scissors
6. Glue

Resources

Books:

Greene, Clara,
Children Press
I Want To Be Series
Family Mobile Tree

(cont.)

should follow.

Films:

Our Family Works Together

Coronet Films
11 minute films

World of Work Series
SRA

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

1. To clean your own bedroom.
2. To set the table.
3. To mow and trim the lawn.
4. Preparing food for the dinner meal.
5. To prepare students for attending school.
    a. cleanliness
    b. clothes (proper)
    c. medical preparedness
        1. shots
        2. dental
        3. eye

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level One

OUR BUSINESS EXPERIENCE IN THE WORLD OF WORK

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Our Business Experience In The World Of Work

Behavioral Objective: To identify from first hand knowledge basic awareness of an occupational area as it relates to the world of work.

Procedures	Student Activity	Notes & Resources
The students could name occupations as they relate to the world of work.	As they name the occupations, the teacher could list them on the chalk board.	
From the students list, they could be directed to select an area for future indepth study. e.g. grocery store	Tell why jobs outside the home are important.	
Why grocery stores are important in relationship to career awareness	They provide us with a variety of staple products such as: Students name things the store provides us	These could be used for future reference in the unit.

(cont.)

	with these items could be written on chalkboard.	
Filmstrips could be used effectively as a starting point of reference.	As it relates to the different occupations they would expect to see being carried on in a store.	Jim Handy Company "The Grocer" Education Craft "The Supermarket"
From classroom activity, plan field trip to an area business that performs a useful service.	Mock interviews should be done in the class before the visit so the students will be familiar with many different aspects of vocational careers in the business.	Time should be here so each student will be aware of things to be looking for on the field trip. Each student should have practice in asking questions in a mock interview of the business in which they plan to visit.
The field trip to a business establishment should be taken	Visit a local business which has an important role in the community.	

(cont.)

with ample time given so that students can gain insights into the value of the occupational world.		
Follow up discussion of all that they did on the field trip A list should be made of the people they met and their job descriptions as it related to the field trip.	Open ended discussion should follow with ample time given to comprehension and awareness of what they saw and experiences they had on the field trip.	
Conduct dramatization after the field trip.	Students could assume different job roles they saw during the field trip for the interview.	Role play of various occupations that the students observed during the field trip will broaden their preception to the many facets of the world of work.

(cont.)

	Student with teachers help make a frieze depicting what they saw on the field trip. e.g. different occupation	Cut materials out of book, magazine, etc. for making frieze.
Help students write thank you notes to places they visited.	Thank you letters should be sent to the place they visited on a field trip.	This could be correlated with English class
		Resources Materials Needed: Books: About Family Helpers About More Friendly Neighbors World of Work Series SRA Series Sextant Series I Want To Be Filmstrips Guidance Stores Encyclopedia Britannica Materials Family and Community Helpers

(cont.)

Flannel Board

Visual Aids

Instructo Product Company

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

1. To relate work skills used in different occupations used within the community.

   a. garage owner
   b. banker
   c. grocer
   d. service station
   e. maid
   f. farmer
   g. mechanic
   h. mailman
   i. secretary
   j. truck driver
   k. carpenter
   l. bus driver
   m. telephone operator
   n. telephone repairman
   o. telephone lineman
   p. typesetter
   q. newspaper editor
   r. newspaper reporter
   s. seamstress
   t. salesman
   u. nurse
   v. doctor
   w. lawyer
   x. unlimited field which other topics can be added to according to the interest of the students.

Teaching Unit
Level One

Title: Contributions Toward My Education

Behavioral Objective: To simulate occupations of other people whose careers have made it possible to attend school.

Procedures	Student Activity	Notes & Resources
Bringing to the students attention through classroom participation and discussion that there are a variety of career occupations which have made it possible for them to attend school.	The students could name the many occupational areas which make it possible for them to attend school. The activities could be listed on the chalk board.	Creativity should be the key to the unit.
Show filmstrips showing different people working, pointing out the different areas of work and the dignity of man as he works.	Discussion of filmstrips as it relates to different areas and topics covered.	Show filmstrips as listed in resources.

(cont.)

Free time for students to examine materials to gain concepts of different facets of career occupations.	Could collect pictures from old magazines and from other materials which are in the classroom showing the many facets of careers.	Copies of Life, Look, and other magazines that are available.
Suggest a dress-up activity showing different workers.	Students prepare costumes to portray different activities of the occupations that prepare them for school	Things that students could bring from home and costumes such as Doctor, Nurse, Fireman, and etc.
Role play several occupations which have contributed toward the students being able to attend school.	Each student will select an occupation that they want to portray.	
Discussion of roles	Each student will explain to the other members of the class as to why they selected	All of this activity should be open ended with student

	that particular role and what they hope to accomplish during the role playing activity. Always stressing the dignity of man as it relates to career awareness.	being encouraged toward creativity.
Acting out roles	Discussion of each role that the student does. Classroom suggestions as to how the role could be improved or high lighted.	
Arrange with the Demonstration Center for Video taping session.	Students acting out their roles before camera with the privilege of seeing themselves performing on television.	

Make class aware of each students good points in the performance and also how they displayed that each occupation in-which they portrayed had dignity.	Classroom discussion of the performance stressing how well each student performed.	
Arrange for class to do a demonstration for the P. T. A.	Performing their roles before others as it relates to the world of work.	Suggested list of the different roles that students could do effectively: 1. Doctor 2. Nurse 3. Mother at work 4. Father at work 5. School Bus driver 6. School cook

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level One

CONTRIBUTIONS TOWARD MY EDUCATION

Lincoln County Board of Education
Hamlin, West Virginia

7. School janitor
8. Shoe salesman
9. Clothing salesman
10. Construction
    Builder:
    a. roads
    b. homes
    c. schools
    d. others
11. Groceryman
12. Farmer
13. Policeman
14. And many more
    areas.

Resources

Sesame Street
Learning Kit
Tool Set
Occupational Series
Different costumes
Filmstrips
Eyegate Series
The Dairyman
The Shoemaker
The Tailor

The Butcher

The Fruit and Vegetable Store

The Neighborhood Doctor

The Neighborhood Nurse

The Neighborhood Barber

The Neighborhood Beautician

The Automobile Service Station

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Careers of individuals as their roles relate to the economic preparedness of attending school.

1. clothing manufacture
   a. retail store
   b. tailor
   c. seamstress
   d. sales person
   e. cleaning plant
   f. designer

2. shoe manufacture
   a. retail store
   b. shoe store
   c. repair shop
   d. shoe shine personnel

3. transportation
   a. family car
   b. bicycle
   c. school bus
   d. repairman
   e. salesman
   f. assembly line
   g. insurance man
   h. traffic cop
   i. delivery service

4. school maintenance
   a. food services
   b. classroom furniture
   c. janitoral services
   d. heating
   e. lighting
   f. water

5. school construction
   a. carpenter
   b. brickmason
   c. architecture
   d. contractor
   e. landscaper
   f. operating engineer
   g. cement mason
   h. roofer
   i. sheet metal worker
   j. floorcover
   k. plumber
   l. glazier
   m. electrician
   n. plasterer
   o. tilesetter
   p. painter

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level One

OUR PARENTS IN THE WORLD OF WORK

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Our Parents In The World Of Work

Behavioral Objective: To compile a knowledgeable bibliography of parental occupations as it relates to the world of work.

Procedures	Student Activity	Notes & Resources
Open ended classroom discussion of why parents work outside of the home.	As each student names reasons for parents working outside the home a list should be put on the chalkboard.	These areas should be grouped together as they relate to the students answers. eg. transportation, factory, business, and etc.
Prepare bulletin board of parental occupations.	Collect pictures of people doing different work in broad areas as it relates to student's response.	This could be expanded as it relates to many areas of career awareness.
Film strips could be shown effectively as to the types of occupations which parents perform outside	Classroom discussion on the film strip.	All students should participate in this climatic endeavor. Time will vary.

(cont.)

the home		
Students should be encouraged to bring a toy from home to demonstrate types of occupations as related to the dignity of work in career awareness.	Any toy that they bring can be used to utilize awareness of the world of work. All of this should be open-ended. Use these toys for show and tell demonstrations by the students.	This could be highlighted by imitating the role of the father in the community.
Role playing to show their parents occupation in the world of work.	Role playing can be used effectively. Students may put on a hat, apron, gloves, or anything to demonstrate to other class members why and what kinds of occupations are performed.	Puppet playmates, costumes, etc.
Students role play parents coming to school	Students ask each other questions about different occupations	

(cont.)

Parents should be invited to come to the classroom so students can interview them as to the type of occupation they perform.	Students should be encouraged to ask questions of the parents so they can broaden their horizons as to the world of work.	
Follow up of parents visitation.	Follow up study could be made with students drawing and coloring pictures of the occupations of work that parents of the students perform outside the home.	These drawings could be bound together in an effective book so students will have a resource available for reference in the career aware-

(cont.)

		ness program.
Each student will prepare for a pantomine before members of the class showing the occupation of members of his immediate family as it relates to the world of work.	Using materials brought from home, the students will pantomine a job as it relates to their parents working outside the home, with other students guessing as to "Who am I, and what occupation am I performing?"	Individuality and creativity of the student should be the keynote on this unit.
Students must realize that there are choices to be made in career opportunities as it relates to the world of work.	Students should decide which activity is more important to the economic well being of the family as it relates to career occupation. 1. Drawings of these choices could be placed in the individual scrapbook.	

(cont.)

Resources Needed:

Puppet Stage

Toys

Hand Puppets

Crayon

Paper

Pencils

SVE Filmstrips

The Family as a Social Institution

Interdependence of The Family

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Selected topics which family members may perform as is compiled by the students in relationship to the world of work.

1. tailor
2. waitress
3. teller
4. stenographer
5. stonemason
6. plumber
7. office clerk
8. metal worker
9. painter
10. pastor
11. policeman
12. routeman
13. salesperson
14. truck farmer
15. upholsterer
16. auto body repairman
17. auto mechanic
18. baker
19. butcher
20. cabinet maker
21. cashier
22. cook
23. dental personnel
24. hairdresser
25. electrician
26. dairyman
27. fireman
28. insurance salesman
29. manicurist
30. foreman

From the students list, a resource learning experience could be implemented in any of these areas.

Many of these topics could be correlated into many careers or occupations as it relates to students awareness of the many different occupations as related to the family in the environmental world of work.